الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي

دورة: **2021**

الشعبة: لغات أجنبية

اختبار في مادة: اللغة الانجليزية

المدة: **03** سا و**30**

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

## Part one: Reading (14 points)

***Read the text carefully to do the following activities***

On the shores of the Mediterranean, Tipaza was an ancient Punic trading-post conquered by Rome and turned into a strategic base for the conquest of the kingdom of Mauretania. It comprises a unique group of Phoenician, Roman and Byzantine ruins alongside indigenous monuments such as 'Kbor er Roumia", the great royal mausoleum of Mauretania.

Tipaza regroups one of the most extraordinary archaeological sites of the Maghreb. It is perhaps the most significant area to study the contacts between the indigenous civilizations and the different waves of colonization from the 6th century B.C. to the 6th century A.D. During **this period,** Tipaza played the role of a maritime port of call, a place for commercial exchanges. The Roman period is marked by prestigious buildings, comprising very diversified architectural styles. The Vandal invasion of the 430's did not mark the definitive end of prosperity of Tipaza, but the town gradually fell into ruins after it had been reconquered by the Byzantines in 531 A.D.

The boundary for the three sites of Tipaza has been clarified and approved by the World Heritage Committee. It includes vestiges that show the exceptional town-planning, architectural, historic and archaeological values of the site. However, **the latter** has become vulnerable due to the impact of urban development, unregulated tourism, lack of conservation and uncontrolled visitor access.

***Adapted from http://whc.unesco.org/en/statesparties/DZ***

## A/ Comprehension (07 points)

1) ***Choose the answer to complete each statement.***

**a-** Tipaza used to be an ancient ……

- urban area. - trading-post. - tourist resort.

**b-** Tipaza witnessed the invasion of ……

- different civilizations. - local inhabitants. - foreign tourists.

**c-** The vestiges of Tipaza are at risk because of……

- climate change. - human carelessness. - the Vandals' invasion.

2) ***Put the following ideas in the order they appear in the text.***

**a-** Tipaza collapsed under the reign of Byzance.
**b-** Tipaza used to have a privileged geographical position.
**c-** The ruins of Tipaza are protected by the UNESCO.
**d-** Many invaders conquered Tipaza.

3) ***Answer the following questions according to the text.***

**a-** In what way is the site of Tipaza unique?
**b-** When did Tipaza fall into decay?
**c-** What makes the site of Tipaza exposed to deterioration?

4) ***Find what or who the underlined words in the text refer to.***

**a- this period (§2)** **b- the latter (§3)**

5) ***Give a title to the text.***

## B/ Text Exploration (07 points)

1) ***Find in the text words or phrases that are opposite in meaning to the following:***

**a- temporary (§2) ≠ …….  b- rejected (§3) ≠ …….**

2) ***Complete the chart as shown in the example.***

| | *verb* | *noun* | *adjective* |
|---|---|---|---|
| *Example* | **To civilize** | **civilization** | **civilized** |
| | …… | **conservation** | ……..... |
| | …… | …… | **different** |
| | **To exchange** | …… | …… |

3) ***Combine each pair of sentences with one of the connectors provided. Make changes where necessary.***

**(whereas - after - although - such… that *)***

**a-** Tipaza had a strategic location. Tipaza attracted many conquerors.
**b-** The Byzantines invaded Tipaza. Tipaza fell into decay.
**c-** The site of Tipaza is classified as a World Heritage Site. Little effort is made to preserve it.

4) ***Classify the following words according to the pronunciation of the final 'ed'***

**conquered - marked - included - played**

| /t/ | /d/ | /ɪd/ |
|---|---|---|
| | | |

5) ***Fill in each gap with the appropriate word from the list given.***

**military - mountainous - Rome - example**

The historical site of Timgad is one of the World Heritage Sites in our country. It is an excellent ….1….. of the Roman presence in Algeria. It is located in the Aurès, in a beautiful ….2…. region. It was built by Trojan, a Roman emperor and important ….3…. leader. It was a strong and prosperous colony which showed the grandeur of ….4…. on the Numidian soil.

## Part two: Written expression (06 points)

**Choose ONE of the following topics:**

**Topic one:**

You attended a conference on the importance of preserving cultural heritage for future generations. Use the notes you have taken during the lecture to write an article of about 120 to 150 words for an Algerian tourism website to suggest measures in order to safeguard our national cultural heritage.

Make the best use of the following notes:

- preserve cultural heritage as a governmental priority. - increase funding for museums.
- protect old buildings. - raise citizens' awareness about the importance of cultural heritage.

**Topic two:**

Your friend has recently applied for a job in a public company. Unfortunately, the position was given to the manager's brother who is much less qualified. You felt upset about this act of nepotism that has become a frequent practice. Write an article of about 120 to 150 words for the local newspaper to denounce such an unethical behaviour.

**انتهى الموضوع الأول**

## الموضوع الثاني

## Part One: Reading (14 points)

**Read the text carefully to do the following activities.**

The young are the first victims of corruption in education, and **this** can affect the integrity and dignity of the person for life, as well as society at large. The social investment in future citizens fails when individuals can succeed dishonestly and without merit, increasing the number of incompetent future leaders and professionals. Not only society but even human life can be endangered by fake or untrained doctors, judges or engineers, or by poor quality scientific research carried out by corrupt academics.

Corruption in education most affects the poor and the disadvantaged, particularly women and minorities, who are unable to pay bribes for admissions or success. In areas such as rural Cameroon, students lose three school days per month due to absent teachers. The poor are also the least equipped to challenge corrupt behaviour. Whether the corrupt classroom kills ambition or children are forced to leave education altogether, vulnerable members of society lose the opportunity to realise **their** dreams and social inequality is maintained.

Corruption in education is particularly harmful in that it encourages a social acceptance of corruption at the earliest age. As young people rarely have the ability to question the rules of the classroom, they can internalise corrupt views of what it takes to succeed, and carry these forward into society. When this becomes a social norm, its cycle begins again in each generation.

***Adapted From: Global Corruption Report: Education.(2013) Transparency international, p 20.***

## A/ Comprehension (07 points)

1) ***Say whether the following statements are true or false.***
   - **a-** Young people are the only victims of corruption in education.
   - **b-** Fake diplomas are not a menace to human life.
   - **c-** The less privileged cannot resort to corruption to succeed at school.
   - **d-** Corruption in education can produce a corrupt society.
2) ***Identify the paragraph in which the following ideas are mentioned:***
   - **a-** Corruption in education does not affect only individuals.
   - **b-** The underprivileged have no means to act against corruption.
3) ***Answer the following questions according to the text.***
   - **a-** What happens when individuals do not deserve their success at school?
   - **b-** Who is most affected by corruption in education?
   - **c-** What are the consequences of corruption in education on poor children's future life?
4) ***Find who or what the underlined words in the text refer to.***
   **a- this (§1)** **b- their (§2)**
5) ***Give the general idea of the text.***

## B/ Text Exploration (07 points)

1) ***Find in the text words or phrases that are closest in meaning to the following.***

   **a- Self-respect (§1) = ……..** **b- occasion (§2) = …….** **c- adopt (§3) = ……**

2) ***Divide the following words into roots and affixes.***

   **- inequality - unable - acceptance**

| prefix | root | suffix |
|---|---|---|
| | | |

3) ***Ask questions which the underlined words answer.***

**a-** Corruption in education is dangerous **because it affects society at large.**

**b-** We can fight corruption **by teaching moral values.**

4) ***Classify the following words according to the pronunciation of the final "s".***

**encourages - fails - students - minorities**

| /s/ | /z/ | /ɪz/ |
|---|---|---|
| | | |

5) ***Reorder the following sentences to get a coherent passage.***

**a-** Therefore, it is crucial to eradicate this social phenomenon.

**b-** Corruption in education threatens the well-being of society

**c-** It also hinders development by forming incompetent leaders and professionals.

**d-** because it erodes social trust and worsens inequality.

## Part Two: Written expression (06 points)

**Choose ONE of the following topics:**

**Topic One:**

The local newspaper has recently reported a scandal involving the headmaster of your school and some parents who paid bribes for the admission of their children. You felt upset and decided to react. Write a public statement of about 120 to 150 words to suggest solutions to eradicate such an unethical behaviour.

Make the best use of the following notes:

- Whistleblowing / Role of anti-corruption associations
- Effective civil service code
- Set strong accountability mechanisms

**Topic Two:**

Our modern civilization faces many threats (nuclear warfare, climate change…) which may lead to its collapse. Most of these menaces are the consequence of human activity. Write an opinion article of about 120 to 150 words for an electronic newspaper to urge the decision makers worldwide to take action to preserve our civilization from disappearing**.**

**انتهى الموضوع الثاني**

| العلامة مجموعة | العلامة مجزأة | عناصر الإجابة (Topic : Tipaza الموضوع الأول) |
|---|---|---|
| **14pts** | | **Part One: Reading** |
| **07pts** | | **A/ Comprehension** |
| **01.5** | 0.5x3 | **1) a- trading post b- different civilizations c- human carelessness**. |
| **01** | 0.25x4 | **2)** 1-**b** 2-**d** 3-**a** 4-**c** |
| | 1 | **3) a-** because it comprises a group of Phoenician, Roman and Byzantine ruins alongside indigenous monuments. |
| **03** | 1 | **b-** in 531 A.D **or** after it had been reconquered by the Byzantines **or** after it had been reconquered by the Byzantines in 531 A.D. |
| | 1 | **c-** urban development, unregulated tourism, lack of conservation and uncontrolled visitor access. (**0.25 for each answer**) |
| **01** | 0.5x2 | **4) a-** this period = **from the 6th century B.C. to the 6th century A.D.**<br>**b-** the latter = **the site.** |
| **00.5** | 0.5 | **5) Title:** Tipasa, an Ancient Strategic Base for Conquerors / Tipasa, a Historical Site. / Tipasa, a World Cultural Heritage Site……. (accept any other suitable title) |
| **07pts** | | **B/ Text exploration** |
| **01** | 0.5x2 | **1) a-** temporary ≠ **definitive** **b-** rejected ≠ **approved** |
| **01.5** | 0.25x6 | **2)**<br>**verb** / **noun** / **adjective**<br>**To conserve** / conservation / **conserved /conservable/ conservative**<br>**To differ / differentiate** / **difference / differentiation** / different<br>To exchange / **exchange** / **Exchangeable exchanged**<br>**(Accept any other correct form)** |
| **01.5** | 0.5x3 | **3) a-** Tipasa had **such** a strategic location **that** it attracted many conquerors.<br>**b- After** the Byzantines had invaded Tipasa, it fell into decay. /<br>- Tipasa fell into decay **after** the Byzantines had invaded it.<br>**c- Although** the site of Tipaza is classified as a World Heritage Site, little effort is made to preserve it.<br>- Little effort is made to preserve the site of Tipaza **although** it is classified as a World Heritage Site. |
| **02** | 0.5x4 | **4)**<br>**/t/** / **/d/** / **/ɪd/**<br>**marked** / **conquered/ played** / **included** |
| **01** | 0.25x4 | **5) example - mountainous - military - Rome**. |
| **06pts** | | **Part Two : Written Expression** |

- **The following grid is used for scoring both topics.**

| Criteria | Relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score |
|---|---|---|---|---|---|
| **L.E** | **1.5** | **1** | **2** | **1.5** | **( 06 pts)** |

| العلامة مجموعة | العلامة مجزأة | عناصر الإجابة (topic : coruption in education الموضوع الثاني) |
|---|---|---|
| 14pts | | **Part One: Reading** |
| 07pts | | **A/ Comprehension:** |
| 02 | 0.5x4 | **1) a. F b. F c. T d. T** |
| 01 | 0.5x2 | **2) a §1 or§2. b.§ 2** |
| 03 | 1 | **3) a**. The social investment in future citizens fails **or** the number of incompetent future leaders and professionals increases **or** society and human life are endangered. |
| | 1 | **b**. The poor and disadvantaged (women and minorities) / vulnerable members of society. |
| | 1 | **c**. They lose the opportunity to realise their dreams, and social inequality is maintained. |
| 00.5 | 0.25x2 | **4)** a. this (§1) → **The young are the first victims of corruption in education**. b. their (§2) → **vulnerable members of society** |
| 00.5 | 0.5 | **5)** Corruption in education is harmful for both the young and society**. (accept any relevant answer)** |
| 07pts | | **B/ Text Exploration:** |
| 1.5 | 0.5x3 | **1)** a. **self- respect §1 =**dignity **b. occasion §2** = opportunity **c. adopt §3** = internalise |
| 1.5 | 0.5x3 | **2)** |

| prefix | root | suffix |
|---|---|---|
| in | equal | ity |
| un | able | ////////// |
| ////////// | accept | ance |

| | | |
|---|---|---|
| 1 | 0.5x2 | **3) a.** Why is corruption in education dangerous? **b**. How can we fight corruption? |
| 1 | 0.25x4 | **4)** |

| /s/ | /z/ | /ɪz/ |
|---|---|---|
| students | fails - minorities | encourages |

| | | |
|---|---|---|
| 2 | 0.5x4 | **5) 1- b 2- d 3- c 4- a** **(0.5 for opening sentence. 0.5 each correct link**). |
| 06pts | | **Part Two : Written Expression** |

- **The following grid is used for scoring both topics.**

| Criteria | Relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score |
|---|---|---|---|---|---|
| L.E | 1.5 | 1 | 2 | 1.5 | ( 06 pts) |